

2006 PORTFOLIO SCORING STUDY*

KENTUCKY WRITING PORTFOLIO

Table of Contents

Grade 7

Student Signature Sheet Included and Signed

(Y)

N

(Circle One)

Fill In
Number
Selected

Category/Descriptor

Content area

Page

At least one piece
must come from a
content area other than
English/language arts

| | | | | |
|---|--|--|---------------------------------|---|
| 1 | <i>Reflective Writing</i> (Include 1) | | | |
| | Title: <i>Letter to Reviewer</i> | | English/language arts | 1 |
| 1 | <i>Personal Expressive or Literary Writing</i> (Include 1) <i>Personal Narrative, Memoir, Personal Essay/ Story, Poem, Script</i> | | | |
| | Title: <i>'72 Chevy</i> | | LA | 2 |
| 1 | <i>Transactive Writing</i> (Include 1) <i>Various Real-World Forms</i> | | | |
| | Title: <i>Homework</i> | | Family and Consumer Sciences | 5 |
| 3 | Total (must equal 3) | | | |

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Student Signature

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Teacher Signature: _____

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Dear Reviewer,

In this school year my knowledge and skill in subject's such as math or science has improved greatly, however my writing skill has improved greater than any other subject. This year I've become capable of thoroughly describing and completing thoughts. I can now organize paragraphs in a more correct order and can correctly cite sources.

In the paper entitled Muscle Mishap I tell how to maintain an engine and perform maintenance on it. These instructions must be in a very specific order or it could ruin the engine. I had to make sure to use organization to keep these steps in the correct order.

"Next you will want to remove the spark plug from the engine. To do so remove all the spark plug wires. Make SURE you mark which wire goes to each plug and location. This has to do with the firing order of the vehicle. If you have placed the wires in the wrong spot you will have to buy a manual about your engine. Located in this manual will order (the order in which the pistons each fire be the firing). The order will also be inscribed on the manifold (if stock manifold). The wires come from the distributor cap to the spark plug. The wires not only must be on the correct spark plug, but to the correct mark on the distributor cap.

I have also learned to complete thoughts and organize the order of my paragraphs. In the paper '72 Chevy, all the paragraphs go in the order in which they happened, chronological order.

"So many of my childhood memories are placed in the single cab truck, one time Dad took us for a ride around town... until we found a construction site that is. Once we found one we'd sneak in and sling mud. One of the earliest memories I have is sitting on my mom's lap in tears, my brother in the middle, and dad driving. We had gone over a huge fallen tree and the rear tires were stuck in mud, in 2 wheel drive. He got out to turn the splicer's to 4 wheel drive and then got back in, put the transmission in 4-Wheel-Low and hit the gas pedal. He gave it more and more and more gas, the more he gave it, the louder I screamed. Then we felt the huge bump and a loud boom and took off across the field, in the blink of an eye we were over the tree.

Revision is what makes the difference in an apprentice and proficient portfolio piece, or proficient and distinguished. This year I've used several new methods of revision, such as peer/teacher conferencing. This has giving me other people's points of views and ideas to better my portfolio.

I have grown many ways when it comes to writing. From here I hope to continue to learn new methods of revision and other ways to become a better writer. I hope to become fully prepared for my portfolio due my senior year.

Sincerely,
A 7th Grade Writer

'72 Chevy

My dad had countless old trucks as he grew up; he either totaled them all or sold them for way to cheap.

Among those was a 1972 Chevy Cheyenne 4x4. He bought this particular truck in New Jersey, about 1985. He purchased it for \$600. It was a field truck for some job he was working at the time. 10,000 miles, the truck was practically new. That was the best money he'd ever spent in my opinion.

He restored the Chevy truck to look brand new. It's been painted red, white, blue, and green over the course of 15 years.

So many of my childhood memories are placed in the single cab truck, one time Dad took us for a ride around town... until we found a construction site that is. Once we found one we'd sneak in and sling mud. One of the earliest memories I have is sitting on my moms lap in tears, my brother in the middle, and dad driving. We had gone over a huge fallen tree and the rear tires were stuck in mud, in 2 wheel drive. He got out to turn the splicer's to 4 wheel drive and then got back in, put the transmission in 4-Wheel-Low and hit the gas pedal. He gave it more and more and more gas, the more he gave it, the louder I screamed. Then we felt the huge bump and a loud boom and took off across the field, in the blink of an eye we were over the tree.

Another time, me, my dad, mom, and older brother ~~c~~rammed into the Chevy, which was only meant for 2. A few minutes later we were pulling into a field of mud and scattered bull dozers. Next thing I knew, the truck was at peak RPM's, rumbling like a thunder storm! "SPLASH!!" We came to a screeching halt as water flew about. I noticed the front half of the truck was sunk in mud & water slosh.

"Now we're in a bind!" exclaimed my dad. "To put this thing in 4 wheel drive you have to get out and turn the locking splicer's to the 4 wheels drive option, which is located on the front wheels... which is UNDER WATER!!!

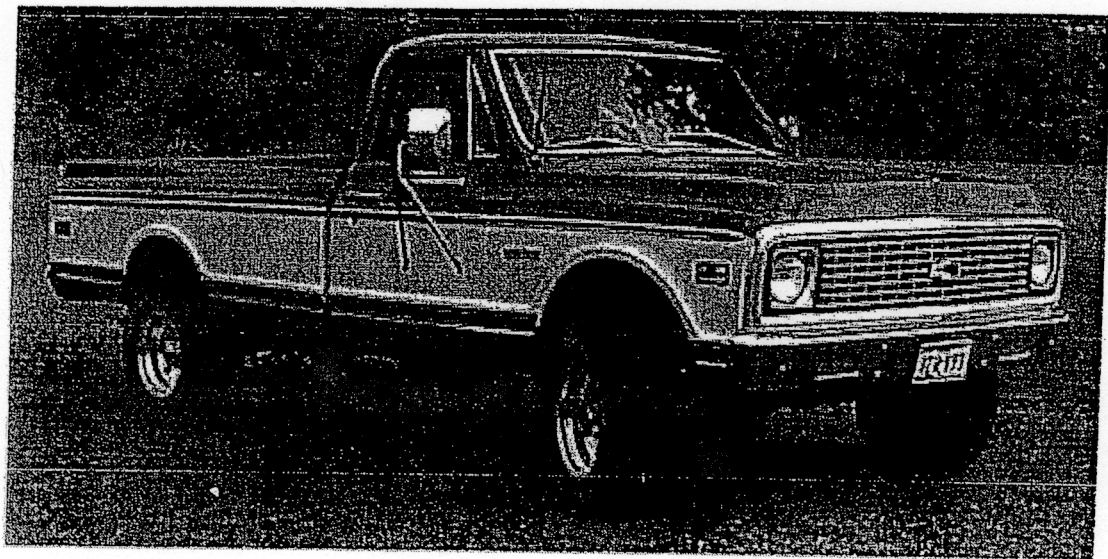
"So what do we do?" I asked.

"Well this truck wont get out in 2 wheel drive, I guess I'm goin' in.

My dad said as he splashed into the mud. Moments later, saying "Alright, I got 'em turned to 4 wheels drive... now hang on" he said getting back into the cab of the truck, dripping mud & water all over the "custom interior" leather seats.

Again climbing to peak RPM's as the tires spun, and mud flew. Suddenly, those ancient tires gripped a rock and shot out of the mud hole, just like that we were back on level ground.

It's a shame that we no longer drive it, especially when it's all ready to go. It sits in our backyard, tires squaring, rusting, those horses longing to run. It kills me that we no longer run that beat up old Chevy.



HOMEWORK

It just never ends! There are 24 hours in a day, we need at minimum 8 hours to sleep, 2 hour to eat (for all 3 meals), some extra activities such as soccer or tutors (2 hours), we spend 8 in school, and on a good night, 2 hours on homework. That is 22 hours in a day, 22 hours out of 24, 2 hours a day to do what we want. It's just non-sense when we come home from school, go to soccer practice, go to tutoring, do homework,, go to sleep, and then do it all again the next day!

When we already spend over 1/3 of our day in school, how is it fair to punish us to a couple more hours of work at home? I mean, I can handle school and the work there just fine, because that is why we are there. But to come home and have to do more work is just stupid. School is meant for work, isn't home meant for rest and leisure? We spend more time on schoel and school related work a day than the average 9-5 job.

I could understand studying for a test a ~~few~~ times a week; solely to go over what we have learned and to make sure we know it well enough to pass a class with ease. Think about this, if we had no homework but studying every now and then, people might actually study because they don't have any other homework to do, meaning we will have better grades. Because I can tell you many students just guess on the homework, don't do it, or copy it, never really learning anything.

It's ridiculous when school is to the point where you feel lucky when the weekend comes, when you have a day off, even when we have a night of no homework...

Why not to have homework?

Maybe not as many people would drop out if there wasn't any homework, if they didn't have to worry about the work every night, they might not feel as overwhelmed and maybe have a feeling as though maybe they can do it.

People are ONLY HUMAN, without homework we wouldn't have to worry about the horror of forgetting our work at home, have you ever been at the store and realized you forgot your checkbook or credit card? Well that's about the same as us forgetting our homework, so why are we punished so badly for it?

Studies also show that a person who carries more than 20% of their body weight can and will have serious back problems in the future. On average I take home 2 text books, 1 reading book, and 2 binders every night. I weighed my back pack, it weighed about 30 pounds, I only weigh 100 POUNDS, which is an extreme amount more than 20% of my body weight. I know people who weigh literally 60 pound and less, homework could be ruining the rest of their lives.

My parents have been divorced since I was 2 years old, but I still forget my homework between houses. It's too much to keep up with when you can't even remember

who's house I am supposed to go to today, let alone to bring this paper, but not that paper, and this book but not the other book. It is too much for us to handle, its too much stress.

There's Something Wrong

There's something wrong when Teachers feel obligated to give homework to please parents. As long as we have homework, my parents are pleased, but the day I come home without homework, "ohh the school is too easy" or "your too smart for that school" and the infamous "what, are you on holiday over there?" regardless of the challenge of the work, they just believe we're not challenged if we don't have work at home, but do you ever see them with work at home?

There's something wrong when homework causes conflict just because the student doesn't understand. I hear all the time when I ask for help with an assignment, "if you'd listen in class you would know this!" and even "well if you'd stop talking with those girls all the time, maybe you'd learn a thing or two." Well the fact of the matter is, when we already have to remember how to do the homework in all the other classes, eventually it's just too much to remember at point.

There's something wrong when My little brother has Attention Deficit Disorder (A.D.D) And I swear, he comes home from school, goes to his reading tutor,

comes home and does his math tutoring homework (over 600 problems weakly , goes to soccer, comes home and does schoolwork, then goes to bed. Now tell me, how fair is that, just writing about it truly enrages me, I'd go as far as to say it sickens me.

You've heard my point, and I hope you have not taken it lightly. This is a matter I feel VERY strong about this topic and would like to see actions take place. Or atleast limit our homework to studying for a test a few times a week, or finishing up our classwork every once in a great while. So please, take what I've said to heart, and maybe take an action for the betterment of the youth.

Annotated

2006 PORTFOLIO SCORING STUDY*

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Writer attempts more complex sentences with introductory phrases, but lacks control.

Dear Reviewer,

In this school year my knowledge and skill in subjects such as math or science has improved greatly, however my writing skill has improved greater than any other subject. This year I've become capable of thoroughly describing and completing thoughts. I can now organize paragraphs in a more correct order and can correctly cite sources.

Subj
verb
Agreement
error.

Transition from
statement to support.

Correctness
issues
throughout
do not
interfere
with
communication

In the paper entitled "Muscle Mishap," I tell how to maintain an engine and perform maintenance on it. These instructions must be in a very specific order or it could ruin the engine. I had to make sure to use organization to keep these steps in the correct order.

"Next you will want to remove the spark plug from the engine. To do so remove all the spark plug wires. Make SURE you mark which wire goes to each plug and location. This has to do with the firing order of the vehicle. If you have placed the wires in the wrong spot you will have to buy a manual about your engine. Located in this manual will order (the order in which the pistons each fire be the firing). The order will also be inscribed on the manifold (if stock manifold). The wires come from the distributor cap to the spark plug. The wires not only must be on the correct spark plug, but to the correct mark on the distributor cap.

Excerpts
without
explanation
to connect
the writer's
ideas
show weak
support
and lack
of
awareness
of the
needs of
the
audience

I have also learned to complete thoughts and organize the order of my paragraphs. In the paper "72 Chevy," all the paragraphs go in the order in which they happened, in chronological order.

"So many of my childhood memories are placed in the single cab truck, one time Dad took us for a ride around town... until we found a construction site that is. Once we found one we'd sneak in and sling mud. One of the earliest memories I have is sitting on my mom's lap in tears, my brother in the middle, and dad driving. We had gone over a huge fallen tree and the rear tires were stuck in mud, in 2 wheel drive. He got out to turn the splicer's to 4 wheel drive and then got back in, put the transmission in 4-Wheel-Low and hit the gas pedal. He gave it more and more and more gas, the more he gave it, the louder I screamed. Then we felt the huge bump and a loud boom and took off across the field, in the blink of an eye we were over the tree.

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incorrect

I have grown many ways when it comes to writing. From here I hope to continue to learn new methods of revision and other ways to become a better writer. I hope to become fully prepared for my portfolio due my senior year.

transition

Sincerely,
A 7th Grade Writer

Note:

Excerpts from other pieces in the portfolio are not evaluated here for their structure or conventions.

The significance of the relationship to the Chevy is not demonstrated.

'72 Chevy

My dad had countless old trucks as he grew up; he either totaled them all or sold them for way to cheap.

Among those was a 1972 Chevy Cheyenne 4x4. He bought this particular truck in New Jersey, about 1985. He purchased it for \$600. It was a field truck for some job he was working at the time. 10,000 miles, the truck was practically new. That was the best money he'd ever spent in my opinion.

He restored the Chevy truck to look brand new. It's been painted red, white, blue, and green over the course of 15 years.

Incorrect paragraphing is ineffective for organization.

Simplistic sentences

Attempts to establish a purpose

So many of my childhood memories are placed in the single cab truck, ^{run-on} one time ^{transition}

Dad took us for a ride around town... until we found a construction site that is. Once we found one, ^{transition} we'd sneak in and sling mud. One of the earliest memories I have is sitting on

my mom's lap in tears, my brother in the middle, and dad driving. We had gone over a

huge fallen tree and the rear tires were stuck in mud, in 2 wheel drive. He got out to turn

the splicer's to 4 wheel drive and then got back in, put the transmission in 4 ^{run-on} Wheel Low

and hit the gas pedal. He gave it more and more and more gas, ^{run-on} the more he gave it, the

louder I screamed. ^{transition} Then we felt the huge bump and a loud boom and took off across the

field, in the blink of an eye we were over the tree.

run-on

Some idea development is demonstrated.

Transition

incorrect

Another time me, my dad, mom, and older brother crammed into the Chevy,

which was only meant for 2. A few minutes later we were pulling into a field of mud and scattered bull dozers. Next thing I knew, the truck was at peak RPM's, rumbling like a thunder storm! "SPLASH!!" We came to a screeching halt as water flew about. I noticed the front half of the trunk was sunk in mud & water slosh.

Throughout —
Overuse
of
numbers
written as
digits instead
of words.

simple
sentences

"Now we're in a bind!" exclaimed my dad. "To put this thing in 4 wheel drive you have to get out and turn the locking spicer's to the 4 wheels drive option, which is located on the front wheels... which is UNDER WATER!!!

Audience
awareness

Voice

"So what do we do?" I asked.

"Well, this truck won't get out in ^{two} 2 wheel drive. I guess I'm goin' in." ^{run on}

My dad said as he splashed into the mud. Moments later, saying, "Alright, I got 'em turned to ^{four-} 4 wheels drive... now hang on" he said getting back into the cab of the truck, dripping mud & water all over the "custom interior" leather seats.
and

Transition

Fragment

Again climbing to peak RPM's as the tires spun, and mud flew. Suddenly, those ancient tires gripped a rock and shot out of the mud hole, just like that we were back on ^{run on} level ground.

Lapse between this paragraph and next, due to lack of transition, makes the ending ineffective.

It's a shame that we no longer drive it, especially when it's all ready to go. It sits in our backyard, tires squaring, rusting, those horses longing to run. It kills me that we no longer run that beat up old Chevy.



HOMEWORK

run-on
It just never ends! There are 24 hours in a day, we need at minimum 8 hours to sleep, 2 hour to eat (for all 3 meals), some extra activities such as soccer or tutors (2 hours), we spend 8 in school, and on a good night, 2 hours on homework. That is 22 hours in a day, 22 hours out of 24, 2 hours a day to do what we want. It's just non-sense when we come home from school, go to soccer practice, go to tutoring, do homework,, go to sleep, and then do it all again the next day!

over
use
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Use of question
ing shows
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When we already spend over $\frac{1}{3}$ of our day in school, how is it fair to punish us to a couple more hours of work at home? I mean, I can handle school and the work there just fine, because that is why we are there. But to come home and have to do more work is just stupid. School is meant for work, isn't home meant for rest and leisure? We spend more time on school and school related work a day than the average 9-5 job.

The writer
does
attempt
complex
sentences, but
Sentence
structure
is
awkward.

I could understand studying for a test a few times a week; solely to go over what we have learned and to make sure we know it well enough to pass a class with ease. Think about this, if we had no homework but studying every now and then, people might actually study because they don't have any other homework to do, meaning we will have better grades. Because I can tell you many students just guess on the homework, don't do it, or copy it, never really learning anything.

awkward
because
of lack
of conjunction

It's ridiculous when school is to the point where you feel lucky when the weekend comes, when you have a day off, even when we have a night of no homework...

Subheading
used as a
transitional element

Why not to have homework?

Attempts characteristics
of the genre with subhead-
ings; however, these headings
are not capitalized correctly.

Maybe not as many people would drop out if there wasn't any homework, if they didn't have to worry about the work every night, they might not feel as overwhelmed and maybe have a feeling as though maybe they can do it.

repetitious
details

Transitions lacking between paragraphs

People are ONLY HUMAN, without homework we wouldn't have to worry about the horror of forgetting our work at home, have you ever been at the store and realized

Use of
questioning
indicates
awareness of
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you forgot your checkbook or credit card? Well, that's about the same as us forgetting our homework, so why are we punished so badly for it?

run-
on
sentences

Studies also show that a person who carries more than 20% of their body weight can and will have serious back problems in the future. On average I take home 2 text books, 1 reading book, and 2 binders every night. I weighed my back pack, it weighed about 30 pounds, I only weigh 100 POUNDS, which is an extreme amount more than 20% of my body weight. I know people who weigh literally 60 pound and less, homework could be ruining the rest of their lives.

incorrect

documentation

My parents have been divorced since I was 2 years old, but I still forget my homework between houses. It's too much to keep up with when you can't even remember

Point of
view changes
on the next
page

— Change in point of view

who's house I am supposed to go to today, let alone to bring this paper, but not that paper, and this book, but not the other book. It is too much for us to handle, its too much stress.

There's Something Wrong

— transitional element

Attempts to transition through the use of repetition

There's something wrong when teachers feel obligated to give homework to please parents. As long as we have homework, my parents are pleased, but the day I come home without homework, "ohh, the school is too easy," or "you're too smart for that school" and the infamous "what, are you on holiday over there?" regardless of the challenge of the work, they just believe we're not challenged if we don't have work at home, but do you ever see them with work at home?

incorrect punctuation and capitalization of dialogue

There's something wrong when homework causes conflict just because the student doesn't understand. I hear all the time when I ask for help with an assignment, "if you'd listen in class you would know this!" and even "well, if you'd stop talking with those girls all the time, maybe you'd learn a thing or two." Well the fact of the matter is, when we already have to remember how to do the homework in all the other classes, eventually it's just too much to remember at point.

demonstrates lack of control of sentence structure

word missing

There's something wrong when My little brother has Attention Dephosite Disorder

— error

(A.D.D) And I swear, he comes home from school, goes to his reading tutor,

incorrect

incorrect
tone

comes home and does his math tutoring homework (over 600 problems ^{incorrect} weakly),
goes to soccer, comes home and does schoolwork, ^{missing conjunction} then goes to bed. Now tell me,
how fair is that, just writing about it truly enrages me, I'd go as far as to say it
sickens me.

You've heard my point, and I hope you have not taken it lightly. This is a
matter I feel VERY strong^{ly} about this topic and would like to see actions take
place. Or ^{fragment} at least limit our homework to studying for a test a few times a week, or
finishing up our classwork every once in a great while. So please, take what I've
said to heart, and maybe take an action for the betterment of the youth.

attempts
to address
an audience

Rationale for Practice Portfolio

Title: '72 Chevy

Grade: 7

Year released: 2007

Reflective Piece Title: Dear Reviewer

2 Content (2, 2, 1)

The writing attempts to establish and maintain a narrow purpose but only focuses on growth as a writer with no evidence of a literacy connection. The writing attempts to communicate with an audience; however, the piece demonstrates limited idea development, with long excerpts providing only weak support. Characteristics of the genre are evidenced in the letter format and the writer's references to his growth as a writer.

2 Structure (2, 2, 2)

The writing is logically organized. Some effective transitions are used, such as, "In the paper...", "also learned...", and "From here I hope to continue..."; however, the writer fails to effectively connect the excerpts to his statements about his growth as a writer. The writing contains mostly simple sentences along with some use of introductory phrases. (The excerpts were not considered as part of this analysis.)

3 Conventions (3, 3, 2)

The writing demonstrates control of grammar and usage relative to length and complexity, and control of correctness with some errors that do not interfere with correctness. Word choice appropriate to the genre is evident throughout ("correctly cite sources," "chronological order," "apprentice, proficient, distinguished, etc.").

Instructional Implications:

The use of long excerpts is an ineffective method of idea development. If excerpts are used there needs to be a connection to the idea and explanation of specific improvements demonstrated in the excerpt. Also, the writer should analyze, describe, and explain progress toward literacy goals.

Rationale for Practice Portfolio

Title: '72 Chevy

Grade: 7

Year released: 2007

Personal OR Literary Piece Title: '72 Chevy

2 Content (2, 2, 2)

Although the writer maintains a focus on the topic of the '72 Chevy, the purpose of a memoir is to demonstrate the significance of the relationship, which is absent from the writing. The writer demonstrates voice through the use of authentic dialogue and applies some characteristics of the genre in his attempt to write memories of the truck. Although the writer demonstrates some idea development, he fails to communicate the significance of each event because of unelaborated and repetitious support.

2 Structure (2, 2, 2)

The writing attempts some logical organization, but lapses in coherence when the writer fails to provide a transition from the memories to the final paragraph, making an ineffective conclusion. Some transitional elements are included ("One of my earliest memories...Then we felt a huge bump..." and "Another time..."). The writing demonstrates mostly simple sentences (examples in second paragraph).

2 Conventions (2, 3, 2)

The writing demonstrates acceptable language, "countless old trucks," "screeching halt," "ancient tires gripped a rock" and demonstrates some control of correctness; however, the piece has many run-on sentences and incorrectly punctuated dialogue. Errors in grammar and usage do not interfere with communication.

Instructional Implications:

More instruction on idea development and the different ways of providing support (thoughtshots) would have helped this writing show a significant relationship with the '72 Chevy.

Rationale for Practice Portfolio

Title: '72 Chevy

Grade: 7

Year released: 2007

Transactive Piece Title: Homework

3 Content (3, 3, 2)

The writing maintains focus on the topic of too much homework. The writing demonstrates a variety of support, in the form of question techniques, statistics, and examples, which indicates an awareness of audiences needs. However, in some cases the support is unelaborated or irrelevant.

2 Structure (2, 2, 2)

Although the writer uses some effective transitions, the lack of transitions between ideas on the second page leads to lapses in coherence. Although the student attempts complex sentences, he demonstrates a lack of control (It's too much to keep up with when you can't remember who's house I am suppose to ...").

2 Conventions (2, 2, 1)

The writing demonstrates some control of grammar and usage with some errors (such as omission of conjunctions and change in point of view). Word choice, especially with verbs, is simplistic. The writing lacks control of correctness: no documentation, misspelled words, numerous run-on sentences, and incorrect punctuation and capitalization of dialogue.

Instructional Implications:

Editing issues should be addressed.